

Our Lady of the Lake Roman Catholic School
Yearly Course Outline
Social Studies
Sixth Grade
2025–2026

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Teacher's Room Number: 205

Course Description

During this course students will explore the geography, society, culture, and economics of several ancient civilizations, including Mesopotamia, Egypt, India, China, Greece, and Rome. Throughout the year an emphasis will be placed on how studying history helps us to understand both the past and the present.

Social Studies Fair

The Social Studies Fair is a student-directed research project that will address a topic in one of the following categories: Anthropology, Economics, Geography, History, Louisiana History, Political Science, or Sociology. Students will be able to work independently or with one partner to complete the project display, which will count as a Social Studies test grade. Each student must work independently to complete the research paper, which will count as an English test grade. Both grades will be issued in the 3rd Quarter (project details will be provided in the 2nd).

Students will be expected to complete this project outside of class.

Instructional Materials

Ancient Civilizations by Houghton Mifflin Harcourt

Methods of Assessment and Distribution

All test, quiz, and homework grades will be posted on PowerSchool (www.ollpowerschool.org). Please check for postings frequently. Each quarter, four test- and four quiz-weighted assessments will be administered.

1st & 2nd Quarters

(Exams taken)

50% Tests

20% Exams

20% Quizzes

10% Homework

3rd & 4th Quarters

(No Exams taken)

60% Tests

30% Quizzes

10% Homework

Grading Scale

A: 100-94

B: 93-86

C: 85-78

D: 77-70

U: 69 and below

Tentative Course Calendar

** Dates and course content are subject to change at discretion of teacher or administration. **

Aug 7 – First day of school for 4th – 7th

| Week | Standards | Objectives (The learner will . . .) | Instructional Materials | Assessments |
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| 1st Quarter | | | | |
| Week 1 Aug. 11-15 | 6.1.1.c 6.1.2 6.1.4 6.2.2 6.3.1 6.3.2 6.4.1 6.4.2 6.4.3 6.3.1 6.3.2 6.3.4 6.6.2 | Understand the methods historians use for measuring time and the meaning of “prehistory.” Explore how prehistoric peoples learned to adapt to their environments, make simple tools, use fire, and develop language. Examine how scientists study the remains of early humans and their artifacts to learn about prehistory. Describe how the development of agriculture brought great changes to human society. | Module 2: The Stone Ages and Early Cultures (5 million years ago – 5,000 years ago) | |
| Week 2 Aug. 18-22 | 6.1.1.c 6.1.2 6.1.4 6.2.2 6.3.1 6.3.2 6.4.1 6.4.2 6.4.3 6.3.1 6.3.2 6.3.4 6.6.2 | Locate ancient Mesopotamia on a map, identify the major cities and provinces, and describe the physical features of Mesopotamia, such as the Tigris and Euphrates rivers, the deserts, and the mountains. Explain the impact of geography on the development of Mesopotamian culture and civilization and recognize the valleys of the Tigris and Euphrates Rivers as the sites of the world’s earliest known civilizations. | Module 3: The Fertile Crescent, Mesopotamia, and the Persian Empire (7000-480 BC) | Quiz 1 – The Stone Age |
| Week 3 Aug. 25-29 | 6.1.1.d 6.2.1 6.1.2 6.1.3 | Explain the rise of the Sumerian civilization and the development of writing, cities, and government. | Module 3: The Fertile Crescent, Mesopotamia, and the Persian | Test 1 – Ziggurat Activity |

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| | <p>6.2.2 6.2.3 6.4.1 6.3.3 6.3.4 6.4.3 6.6.1 6.2.6 6.6.2 6.6.3 6.6.4</p> | <p>Assemble ziggurat craft while researching the geography, religion, achievements, politics, economics, and society that shaped Mesopotamia.</p> | <p>Empire (7000-480 BC)</p> | |
| <p>Week 4 Sept. 1-5 9/1 Labor Day No School</p> | <p>6.1.1.d 6.2.1 6.1.2 6.1.3 6.2.2 6.2.3 6.4.1 6.3.3 6.3.4 6.4.3 6.6.1 6.2.6 6.6.2 6.6.3 6.6.4</p> | <p>Recognize that, after the Sumerians, many cultures ruled parts of the Fertile Crescent.</p> <p>Compare and contrast the different forms of government in ancient Mesopotamia, such as the Sumerian city-states, the Akkadian Empire, and the Babylonian Empire.</p> <p>Explain how the Phoenicians created a wealthy trading society along the Mediterranean Sea and developed one of the world’s first alphabets.</p> | <p>Module 3: The Fertile Crescent, Mesopotamia, and the Persian Empire (7000-480 BC)</p> | <p>Quiz 2 – Mesopotamia Map and Lesson 1</p> |
| <p>Week 5 Sept. 8-12</p> | <p>6.1.1.d 6.2.1 6.1.2 6.1.3 6.2.2 6.2.3 6.4.1 6.3.3 6.3.4 6.4.3 6.6.1 6.2.6 6.6.2 6.6.3 6.6.4</p> | <p>Appreciate how the Persians came to rule a great empire, which eventually brought them into conflict with the Greeks.</p> <p>Describe the major aspects of Mesopotamian culture, such as art, literature, religion, and social organization.</p> | <p>Module 3: The Fertile Crescent, Mesopotamia, and the Persian Empire (7000-480 BC)</p> | <p>Test 2 – Mesopotamia Lessons 2-5</p> |
| <p>Week 6 Sept. 15-19 Spirit Week 9/19 Fun Run Kickoff</p> | <p>6.1.1.a 6.1.1.c 6.1.1.d 6.1.1.e 6.2.1</p> | <p>Locate ancient Egypt on a map and identify the major cities and provinces, and describe the physical features of Egypt, such</p> | <p>Module 4: Kingdoms of the Nile (4500 BC – AD 400)</p> | <p>Test 3– Nile River Question</p> |

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| | <p>6.1.2 6.1.3 6.2.3 6.4.1 6.3.3 6.4.3 6.6.2</p> | <p>as the Nile River, the deserts, and the Mediterranean Sea.</p> <p>Explain the impact of geography on the development of Egyptian culture and civilization.</p> <p>Research how the Nile River determined the population distribution, economics (agriculture and transportation), and spiritual life of ancient Egyptians.</p> | <p>The DBQ Project: How Did the Nile Shape Ancient Egypt?</p> | |
| <p>Week 7 Sept. 22-26</p> | <p>6.1.1.a 6.1.1.c 6.1.1.d 6.1.1.e 6.2.1 6.1.2 6.1.3 6.2.3 6.4.1 6.3.3 6.4.3 6.6.2 6.6.3 6.6.4</p> | <p>Assemble sphinx craft while researching the geography, religion, achievements, politics, economics, and society that shaped ancient Egypt.</p> <p>Compare and contrast the different forms of government in ancient Egypt, such as the Old Kingdom, the Middle Kingdom, and the New Kingdom.</p> <p>Describe the role of the pharaoh, the nobles, and the common people in Egyptian society. Analyze the strengths and weaknesses of the Egyptian government.</p> <p>Compile evidence supporting how the Nile River influenced the lives of the people of ancient Egypt</p> | <p>Module 4: Kingdoms of the Nile (4500 BC – AD 400)</p> <p>The DBQ Project: How Did the Nile Shape Ancient Egypt?</p> | <p>Quiz 4 – Sphinx Activity</p> |
| <p>Week 8 Sept.29- Oct. 3 <i>10/2 – Fun Run</i> <i>10/2 - ½ day dismissal</i> <i>10/3 – Faculty Inservice</i></p> | <p>6.1.1.a 6.1.1.c 6.1.1.d 6.1.1.e 6.2.1 6.1.2 6.1.3 6.2.3 6.4.1 6.3.3 6.4.3 6.6.2</p> | <p>Appreciate how the Egyptians made lasting achievements in writing, architecture, and art.</p> <p>Explore how the kingdoms of Kush and Aksum, which arose south of Egypt, developed advanced civilizations with large trading networks.</p> <p>Compose paragraphs supporting how the Nile River influenced</p> | <p>Module 4: Kingdoms of the Nile (4500 BC – AD 400)</p> <p>The DBQ Project: How Did the Nile Shape Ancient Egypt</p> | <p>Test 4 – Ancient Egypt Lessons 1-4 Quiz 4 – Nile River Question (b)</p> |

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| | 6.6.3 6.6.4 | the lives of the people of ancient Egypt. | | |
| Week 9 Oct. 6-10 10/10 - ½ day | | 6 th – 7 th Grade Exams | | Q1 Exam |
| 2nd Quarter | | | | |
| Week 10 Oct. 13-17 | 6.1.1.a 6.1.1.d 6.1.1.e 6.1.2 6.1.3 6.2.1 6.2.3 6.2.6 6.3.3 6.3.4 6.4.1 6.4.2 6.4.3 6.6.2 6.6.4 | Introduce Social Studies Fair Project. Locate ancient India on a map and identify the major cities and provinces, and describe the physical features of India, such as the mountains, rivers, and seas. Explain the impact of geography on the development of Indian culture and civilization. Explain the rise of the Indus Valley Civilization and the development of writing, cities, and trade. | Module 5: Ancient India (2500 BC – AD 500) | Quiz 5 – Ancient India Map and Lesson 1 |
| Week 11 Oct. 20-24 10/24 Faculty Inservice 10/24-26 OLL Festival | 6.1.1.a 6.1.1.d 6.1.1.e 6.1.2 6.1.3 6.2.1 6.2.3 6.2.6 6.3.3 6.3.4 6.4.1 6.4.2 6.4.3 6.6.2 6.6.4 | Compare and contrast the different forms of government in ancient India, such as the Mauryan Empire, the Gupta Empire, and the Mughal Empire. Research the varied actions of Emperor Asoka and his lasting impact on the people of India and Buddhism. Compile evidence supporting Asoka’s legacy as a ruthless conqueror or as an enlightened ruler. | Module 5: Ancient India (2500 BC – AD 500) | Test 5 – Ancient India |
| Week 12 Oct. 27-31 10/31 – Fun Run Reward Day | 6.1.1.a 6.1.1.d 6.1.1.e 6.1.2 6.1.3 6.2.1 6.2.3 6.2.6 | Describe Vedic society, including Brahmanism and how it divided India into distinct social groups called castes. Recognize how Hinduism, the largest religion in India today, | Module 5: Ancient India (2500 BC – AD 500) | Quiz 6: Ancient China |

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| | <p>6.3.3 6.3.4 6.4.1 6.4.2 6.4.3 6.6.2 6.6.4</p> | <p>developed out of ancient Indian beliefs and practices.</p> <p>Describe how Buddhism began in India with Siddhartha Gautama and grew into a major world religion.</p> | | |
| <p>Week 13 Nov. 3-7</p> | <p>6.1.1.a 6.1.1.d 6.1.1.e 6.1.2 6.1.3 6.2.1 6.2.3 6.2.6 6.3.3 6.3.4 6.4.1 6.4.2 6.4.3 6.6.2 6.6.4</p> | <p>Compose paragraphs supporting Asoka’s legacy as a ruthless conqueror or as an enlightened ruler.</p> | <p>Module 5: Ancient India (2500 BC – AD 500)</p> <p>The DBQ Project: Asoka: Ruthless Conqueror or Enlightened Ruler?</p> | <p>Test 6 : Ancient China</p> |
| <p>Week 14 Nov. 10-14</p> | <p>6.1.1.a 6.1.1.d 6.1.1.e 6.1.2 6.1.3 6.2.1 6.2.3 6.2.6 6.3.3 6.3.4 6.4.1 6.4.2 6.4.3 6.6.2 6.6.4</p> | <p>Summarize how the Mauryas and the Guptas built great empires in India.</p> <p>Describe the major aspects of Indian culture, such as art, literature, philosophy, and religion.</p> <p>Analyze the contributions of Indian culture to the development of Western civilization.</p> | <p>Module 5: Ancient India (2500 BC – AD 500)</p> | <p>Quiz 7 – Ancient Greece Map and Lesson 1</p> |
| <p>Week 15 Nov. 17-21</p> | <p>6.1.1.a 6.1.1.b 6.1.1.d 6.1.2 6.1.3 6.2.1 6.2.2 6.2.3 6.2.6 6.2.8</p> | <p>Locate ancient China on a map and identify the major cities and provinces, and describe the physical features of China, such as the mountains, rivers, and seas.</p> <p>Explain the impact of geography on the development of Chinese culture and civilization.</p> | <p>Module 6: Ancient China (1600 BC – AD 1)</p> | <p>Test 7 – Ancient Greece Lessons 2-3</p> |

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| | <p>6.3.3 6.4.1 6.4.3 6.6.1 6.6.2 6.6.3 6.6.4</p> | <p>Explain the rise of the Shang dynasty and the development of Chinese writing.</p> <p>Assemble pagoda craft while exploring the geography, religion, achievements, politics, economics, and society that shaped ancient China.</p> | | |
| <p>Thanksgiving Holidays Nov. 24-28</p> | | | | |
| <p>Week 16 Dec. 1-5</p> | <p>6.1.1.a 6.1.1.b 6.1.1.d 6.1.2 6.1.3 6.2.1 6.2.2 6.2.3 6.2.6 6.2.8 6.3.3 6.4.1 6.4.3 6.6.1 6.6.2 6.6.3 6.6.4</p> | <p>Check in – Social Studies Fair Project.</p> <p>Appreciate how the Zhou dynasty brought political stability and new ways to deal with political and social changes in ancient China.</p> <p>Evaluate the philosophies of Confucianism, Daoism, and Legalism.</p> <p>Describe how the Qin dynasty unified China with a strong government and a system of standardization.</p> <p>Explain how the Han dynasty brought new ideas about government, the arts, learning, and religion.</p> | <p>Module 6: Ancient China (1600 BC – AD 1)</p> | <p>Quiz 8- Parthenon Activity</p> |
| <p>Week 17 Dec. 8-12</p> | <p>6.1.1.a 6.1.1.b 6.1.1.d 6.1.2 6.1.3 6.2.1 6.2.2 6.2.3 6.2.6 6.2.8 6.3.3 6.4.1 6.4.3 6.6.1</p> | <p>Appreciate how trade routes, like the Silk Road, led to the exchange of new products and ideas among China, Rome, and other lands.</p> <p>Design a t-shirt based on one of the early river civilizations.</p> | <p>Module 6: Ancient China (1600 BC – AD 1)</p> | <p>Test 8 – The Alexander the Great Debate</p> |

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| | 6.6.2 6.6.3 6.6.4 | | | |
| Week 18 Dec. 15-19 12/19 - ½ day | | 6 th – 7 th Grade Exams | | Q2 Exam |
| Christmas Holidays Dec. 22 – Jan. 4 | | | | |
| 3rd Quarter | | | | |
| Week 19 Jan. 5-9 | 6.1.1.a 6.1.1.b 6.1.1.c 6.1.1.d 6.1.1.e 6.1.2 6.1.3 6.2.1 6.2.4 6.3.3 6.4.1 6.4.3 6.5.1 6.6.2 6.6.3 6.6.4 | Check in – Social Studies Fair Project. Locate ancient Greece on a map, identify the major city-states, and describe the physical features of Greece, such as the mountains, islands, and seas. Explain the impact of geography on the development of Greek culture and civilization, including the influence its nearness to the sea had on the development of trade and the growth of city-states. Examine how the need for protection and security following the Greek Dark Ages lead to the rise of independent Greek city-states. | Module 8: Ancient Greece (2000 BC – 330 BC) | |
| Week 20 Jan. 12-16 | 6.1.1.a 6.1.1.b 6.1.1.c 6.1.1.d 6.1.1.e 6.1.2 6.1.3 6.2.1 6.2.4 6.3.3 6.4.1 6.4.3 6.5.1 6.6.2 6.6.3 6.6.4 | Describe how the people of Athens endured war and tried many different forms of government before creating the world’s first democracy. Analyze the strengths and weaknesses of democracy and compare Athenian democracy to modern democracy. Compare the very different cultures of the two most powerful city-states in Greece, Sparta and Athens. Describe the major wars and conflicts in Greece, including the | Module 8: Ancient Greece (2000 BC – 330 BC) | Quiz 9 – Ancient Greece Map and Lesson 1 |

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| | | Persian Wars and the Peloponnesian War. | | |
| <p>Week 21 Jan. 19-23 1/19 – MLK Day No School</p> | 6.1.1.a 6.1.1.b 6.1.1.c 6.1.1.d 6.1.1.e 6.1.2 6.1.3 6.2.1 6.2.4 6.3.3 6.4.1 6.4.3 6.5.1 6.6.2 6.6.3 6.6.4 | <p>Research the mythology and literature of the ancient Greeks and how they influence the way we speak and write today.</p> <p>Research the lasting contributions made by the ancient Greeks in the arts, philosophy, and science.</p> <p>Appreciate how the teachings of Socrates, Plato, and Aristotle are the basis of modern philosophy, and how key discoveries in math, medicine, and engineering have impacted those fields.</p> | Module 8: Ancient Greece (2000 BC – 330 BC) | Test 9 – Social Studies Fair Project Due |
| <p>Week 22 Jan. 26-30 Catholic Schools Week 1/30 - Pep Rally</p> | 6.1.1.a 6.1.1.b 6.1.1.c 6.1.1.d 6.1.1.e 6.1.2 6.1.3 6.2.1 6.2.4 6.3.3 6.4.1 6.4.3 6.5.1 6.6.2 6.6.3 6.6.4 | Assemble Parthenon craft while exploring the geography, religion, achievements, politics, economics, and society that shaped ancient Greece. | Module 8: Ancient Greece (2000 BC – 330 BC) | Quiz 10 – Parthenon Activity |
| <p>Week 23 Feb. 2-6</p> | 6.1.1.a 6.1.1.b 6.1.1.c 6.1.1.d 6.1.1.e 6.1.2 6.1.3 6.2.1 6.2.4 6.3.3 6.4.1 6.4.3 6.5.1 6.6.2 6.6.3 6.6.4 | <p>Present and discuss research findings on Greek mythology and literature.</p> <p>Present and discuss research findings on the lasting contributions made by the ancient Greeks in the arts, philosophy, and science.</p> <p>Demonstrate how the teachings of Socrates, Plato, and Aristotle are the basis of modern philosophy, and how key discoveries in math, medicine,</p> | Module 8: Ancient Greece (2000 BC – 330 BC) | Test 10 – Ancient Greece Presentations Test 11 – Ancient Greece Lessons 2-3 |

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| | | and engineering have impacted those fields. | | |
| Week 24 Feb. 9-13 2/13– ½ Day Grandparents Day | 6.1.1.a 6.1.1.c 6.1.1.d 6.1.1.e 6.1.2 6.1.3 6.2.4 6.3.3 | Research the military skill and tactics, character, and lasting achievements of Alexander the Great. Compose arguments supporting or opposing the “greatness” of Alexander’s actions and legacy. Explain the impact of Greek culture on the development of Western civilization. | Module 9: The Hellenistic World (343-30 BC) The DBQ Project: How Great Was Alexander the Great? | Test 12 – The Alexander the Great Debate |
| Mardi Gras Holiday February 16-20 | | | | |
| Week 25 Feb. 23-27 | 6.1.1.a 6.1.1.b 6.1.1.c 6.1.1.d 6.1.1.e 6.1.2 6.1.3 6.2.1 6.2.5 6.3.3 6.3.4 6.4.3 6.5.2 6.6.2 6.6.3 6.6.4 | Locate ancient Rome on a map, identify the major cities and provinces, and describe the physical features of Italy, such as the mountains, rivers, and seas. Explain the impact of geography on the development of Roman culture and civilization. Describe the development of Rome from monarchy to republic. Analyze how Rome’s tripartite government and written laws helped to create a stable society and paved the way for expansion into Europe and Africa | Module 10: Ancient Rome (753 BC – AD 476) | |
| Week 26 March 2-6 | 6.1.1.a 6.1.1.b 6.1.1.c 6.1.1.d 6.1.1.e 6.1.2 6.1.3 6.2.1 6.2.5 6.3.3 6.3.4 6.4.3 6.5.2 6.6.2 | Describe the role of male citizens, children, women, slaves, and foreigners in the Roman Republic. Explain how the Roman Republic became the Roman Empire and the roles played by Julius Caesar and Augustus in this transition. | Module 10: Ancient Rome (753 BC – AD 476) | Quiz 11 – Ancient Rome Map and Lesson 1 |

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| | 6.6.3 6.6.4 | | | |
| Week 27 March 9-13 3/13 – ½ Day | 6.1.1.a 6.1.1.b 6.1.1.c 6.1.1.d 6.1.1.e 6.1.2 6.1.3 6.2.1 6.2.5 6.3.3 6.3.4 6.4.3 6.5.2 6.6.2 6.6.3 6.6.4 | Assemble Colosseum craft while exploring the geography, religion, achievements, politics, economics, and society that shaped ancient Rome. Describe how political and economic changes within the empire led to improved quality of life for the Roman people and a period of peace and prosperity known as the Pax Romana. Consider whether Rome was more successful as a republic or as an empire. | Module 10: Ancient Rome (753 BC – AD 476) | Quiz 12 – Colosseum Activity |
| 4th Quarter | | | | |
| Week 28 March 16-20 | 6.1.1.a 6.1.1.b 6.1.1.c 6.1.1.d 6.1.1.e 6.1.2 6.1.3 6.2.1 6.2.5 6.3.3 6.3.4 6.4.3 6.5.2 6.6.2 6.6.3 6.6.4 | Appreciate the many features of Roman culture which were copied by later civilizations and continue to influence our lives today, including their engineering and science, architecture and art, literature and language, law codes, and philosophical contributions. Analyze the many internal and external problems which caused the Roman Empire to split and the western half to collapse. | Module 10: Ancient Rome (753 BC – AD 476) | Quiz 13 – Roman Empire Map Activity |
| Week 29 March 23-27 3/26 – Passion Play | 6.2.6 6.1.1.a 6.1.1.e 6.3.3 6.1.2 6.2.9 6.2.10 | | Various Modules | Test 13 – Student Choice Presentations Quiz 14 – Student Choice Presentations Observations |
| Week 30 Mar 30 - Apr 3 No Bus Service 4/3 – Good Friday | 6.1.1.a 6.1.1.b 6.1.1.c 6.1.1.d 6.1.1.e 6.1.2 6.1.3 6.2.1 | Appreciate how Europe faced great religious and political changes after the fall of Rome, which led to changes to people’s daily lives. | Module 10: Ancient Rome (753 BC – AD 476) | Test 14 – Ancient Rome Lessons 2-6 Quiz 15 – Medieval Life Webquest |

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| | <p>6.2.5 6.3.3 6.3.4 6.4.3 6.5.2 6.6.2 6.6.3 6.6.4</p> | <p>Describe how the feudal system governed the way knights, nobles, and peasants dealt with one another throughout the Middle Ages.</p> <p>Recognize the Christian Church was central to life in the Middle Ages and shaped both society and politics in medieval Europe.</p> | | |
| <p>Easter Holiday April 3-10</p> | | | | |
| <p>Week 31 April 13-17</p> | <p>6.1.1.a 6.1.1.b 6.1.1.d 6.1.1.e 6.1.2 6.1.3 6.2.1 6.2.2 6.3.3 6.3.4 6.4.1 6.4.2 6.4.3 6.6.2 6.6.3</p> | <p>Locate the major civilizations of the Americas on a map and describe the physical features of the Americas, such as the mountains, rivers, and climate zones.</p> <p>Explain the impact of geography on the development of Native American cultures.</p> <p>Understand that the Maya Classic Age was characterized by great cities, trade, and warfare.</p> <p>Describe the complex class structure shaped roles in Maya society.</p> <p>Appreciate that the Maya culture made great achievements in art, science, math, and writing.</p> | <p>Module 18: The Early Americas (12,000 BC – AD 1537)</p> | |
| <p>Week 32 April 20-24</p> | <p>6.1.1.a 6.1.1.b 6.1.1.d 6.1.1.e 6.1.2 6.1.3 6.2.1 6.2.2 6.3.3 6.3.4 6.4.1 6.4.2 6.4.3 6.6.2 6.6.3</p> | <p>Describe the complex social, religious, artistic, and scientific systems developed within the Aztec Empire.</p> <p>Understand that the Aztecs built an empire in Mesoamerica through warfare and trade and maintained a society divided by social roles and by class.</p> <p>Discuss how the Aztec religion included the believe that human</p> | <p>Module 18: The Early Americas (12,000 BC – AD 1537)</p> | <p>Quiz 16 – Early Americas Map and Lesson 1</p> |

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| | | <p>sacrifice was necessary in order to keep the gods happy.</p> <p>Appreciate the Aztecs had many achievements in science, art, and language, including their capital city of Tenochtitlan.</p> <p>Describe how Hernán Cortés and his conquistadores conquered the Aztec Empire.</p> | | |
| <p>Week 33 April 27 - May 1 5/1 - Field Day ½ Day</p> | | Possible standardized testing week | | |
| <p>Week 34 May 4-8 5/5 May Crowning 5/7 - 7th Graduation</p> | <p>6.1.1.a 6.1.1.b 6.1.1.d 6.1.1.e 6.1.2 6.1.3 6.2.1 6.2.2 6.3.3 6.3.4 6.4.1 6.4.2 6.4.3 6.6.2 6.6.3</p> | <p>Understand that the Incas built a huge empire in South America through conquests and the achievements of the Incan people.</p> <p>Describe how one’s position in Incan society greatly affected daily life.</p> <p>Appreciate the Incas made many great achievements in architecture, art, and oral literature.</p> <p>Describe how Francisco Pizarro conquered the Incan Empire and took control of the region.</p> | Module 18: The Early Americas (12,000 BC – AD 1537) | |
| <p>Week 35 May 11-15</p> | <p>6.1.1.a 6.1.1.b 6.1.1.d 6.1.1.e 6.1.2 6.1.3 6.2.1 6.2.2 6.3.3 6.3.4 6.4.1 6.4.2 6.4.3 6.6.2 6.6.3</p> | Research and construct a timeline based on related events from ancient history. | Module 18: The Early Americas (12,000 BC – AD 1537) | <p>Test 15 – Early Americas Lessons 2-4</p> <p>Test 16 – Student Choice Timeline Projects</p> |
| <p>Week 36 May 18-21 5/21 ½ day</p> | | Present a timeline based on related events from ancient history. | | |

